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"WAR ON THE HOME FRONT"

Learning Activities for Students Grades 4-5

"War on the Home Front" is a unit of activities designed to introduce students to the impact of the Civil War, especially as it affected those living on the Burroughs plantation.

Pre-Visit Activities

1. Choices

Students will experience and discuss the feelings that accompany life as a slave.

2. Vocabulary

Students will become familiar with the terms used in activities and on their trip.

3. Key Terms, People and Events

Students will become familiar with key terms, people, and events that they will hear on their trip to the Booker T. Washington National Monument.

4. Map Activity – Civil War

Students will label a map identifying Union states, Confederate states, border states, and territories.

Map – U.S. by 1861 – Duplicate for Map Activity

Map – U.S. by 1861 – Key for Map Activity

5. Map Activity – Virginia

Students will label important locations on a map of Virginia.

Map – Virginia in 1860 – Duplicate for Map Activity

Map – Virginia in 1860 – Key for Map Activity

6. Civil War Graphic Organizer

Students will become familiar with the main ideas and concepts of the Civil War.

Post-Visit Activities

7. Slaveholder and Slave

Through discussion students will compare and contrast the relationships between slaveholder and slave before and after the Civil War.

8. Letter to My Friend

Students will write a letter to a "friend" trying to persuade them to either be on the side of the North or the South.

9. Diorama

Students will construct a diorama about an event that occurred on the Burroughs plantation from 1856-1865 and give a presentation of their project to the class.

10. Project and Presentation

Students will research and present a project dealing with events or people important to the Civil War era.

11. Timeline

Students will create a classroom timeline from 1850-1865.

12. Pie or Circle Graph

Students will construct two pie or circle graphs. Using the graphs students will compare and contrast the resources of the North and South.

13. Point of View

Students will compare and contrast the men's point of view of the Civil War to the women's point of view of the war on the Burroughs plantation.

Pre-Visit or Post-Visit Activity for Mature Classroom Environments

CHOICES

Objective: Student will experience and discuss the feelings which accompany life as a slave.

Materials: Black Ribbon and safety pins

Procedure:

1. The teacher will work this activity into a regular history lesson preferably one that deals with the Civil War or a preview of the history of Booker T. Washington.
2. The teacher will pick five students from your class. Know your students well. Choose those who can handle this activity. This is a sensitive area, so be very careful. If at any time during the activity a student becomes upset, stop the activity and explain what you were trying to do.
3. The teacher will place a black ribbon on these five students' shirts. Don't let them know what you are doing or why they were picked.
4. The teacher will start the lesson. After a short time ask all students with black ribbons to stand behind their desks. Give no explanation. Continue the lesson. If one of these students wants to participate, don't allow them to, just ignore them.
5. The teacher will command the students with black ribbons to do other things as you are continuing the lesson. Example: stand on one foot, turn round and round, all stand in one corner of the classroom, or stand facing the back of the classroom. While facing the back of the classroom, ask them to read something off the board in the front of the room. Don't let them turn around. They will say that they can't read it. Tell them that is no excuse.
6. Never give them choices. Tell them what to do.
7. Do this intermittently as the lesson continues.
8. After 10 - 15 minutes, stop. Ask the students how they felt. What was going through their minds? How did they feel once their choices were taken away?
9. The students will list all of the choices that they can think of that they are allowed to make.
10. The students will list the choices that Booker was allowed to make on the Burroughs plantation. Discuss what prevented Booker from being able to make choices even as basic as going to school.

Pre-Visit Activity

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to the Booker T. Washington National Monument.

SOL Objectives: English: 4.1, 4.2, 4.4, 5.4, 5.7

History: VUS.1, VUS.3, VUS.7, VS.7, USI.1, USI.5, USI.9

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. plantation: a large farm where a cash crop is planted and grown to sell
2. "big house": the house where the owners of the plantation lived
3. emancipation: freedom, especially of the slaves in the United States
4. slavery: the owning or keeping of slaves as a practice or institution; slaveholding
5. cash crop: plants that are grown to sell for a profit
6. grapevine telegraph: an oral form of communication in slave culture in which news spread rapidly among slaves from plantation to plantation
7. agrarian: relating to the land; relating to the cultivation or ownership of land
8. property: something that is owned by someone
9. casualty: a soldier who is lost during active service, especially through being killed, wounded, or captured
10. indentured servitude: a contract to work for a person for a certain number of years, usually to pay for passage to the New World; at the end of the contract these servants are free
11. industrial: having to do with industries; relating to factories or the work, products, or people within
12. insurrection: a rising up against established authority; rebellion; revolt
13. territory: a part of the United States having its own legislature but without the status of a State and under the administration of an appointed governor
14. secession: the withdrawal of 11 states from the United States of America in 1860 and 1861; being about the Confederate States of America and the American Civil War

Suggested Activities and Strategies

1. Flash cards
 2. Jeopardy
 3. Who Wants to be A Millionaire
 4. Paragraph Writing
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Pre-Visit Activity

KEY TERMS, PEOPLE, AND EVENTS

Objective: Students will become familiar with key terms, people, and events that they will hear on their trip to the Booker T. Washington National Monument.

SOL Objectives: English: 4.1, 4.2, 4.4, 5.4, 5.7

History: VUS.1, VUS.3, VUS.7, VS.7, USI.1, USI.5, USI.9, USI.10

Materials: Key terms, people, dates and events list

1. Slaveholder: an owner of another human being who is used as personal property
2. Abolitionist: a person who works toward ending slavery in the United States
3. John Rolfe: English colonist who introduced tobacco to the settlers of Jamestown
4. Nat Turner: American leader of a slave rebellion in Southampton, Virginia
5. Abraham Lincoln: the sixteenth President of the United States; also President during the American Civil War who issued the Emancipation Proclamation
6. John Brown: American abolitionist leader who seized Harpers Ferry, Virginia in 1859
7. Alexander Stevens: Vice President of the Confederate States of America
8. American Civil War (1861 – 1865): the war fought between the Union and the Confederacy
9. Emancipation Proclamation: the document issued by President Lincoln, which became official on January 1, 1863, that freed the slaves in the Confederate states
10. Underground Railroad: an organized system of “conductors” and safe houses that helped runaway slaves escape to the North
11. 13th Amendment: the amendment to the Constitution in which slavery is ended
12. Union: the side of the United States during the Civil War; the North
13. Confederate: the side of the South during the Civil War; Rebels

CIVIL WAR GRAPHIC ORGANIZER

Objective: Students will become familiar with main ideas and concepts of the Civil War.

SOL Objectives: English: 4.1, 4.2, 5.1, 5.6, 5.6

History: VS.7, USI.9

Materials: Pencil, Graphic Organizer, Civil War Essay

Procedures:

1. The students will read the Civil War essay or the teacher will read it aloud to students.
2. The students will discuss the main ideas and concepts of the Civil War.
3. The students will make a graphic organizer.

ESSAY

CIVIL WAR

In 1861, several issues divided our country. The main issue was whether slavery should exist in the United States? People in different parts of the country thought differently about this issue and the country was drawn into a civil war or a conflict that was fought between people of different regions of a country. The North came to be known as the Union and the South was called the Confederacy.

Many people in the North had come to see slavery as a bad thing and wanted to free all slaves in the United States of America. Many southerners saw slavery as something that was necessary to their livelihood and way of life. They needed slaves to pick cotton, harvest tobacco and do other things.

Southern states felt that they had the right to make decisions that affected them such as the right to decide their position on slavery. These states succeeded or declared themselves no longer a part of the United States of America. They chose Jefferson Davis to be the president of the Confederate States of America.

Abraham Lincoln was president of the United States of America. In September of 1862, Lincoln wrote the Emancipation Proclamation, which said slaves in the states that declared they were no longer part of the United States would be free on January 1, 1863.

The Civil War lasted from 1861 to 1865. Its end reunited and brought relief to our country, but it had divided families; Southern sons, brothers and fathers for the Union and Northern sons, brothers and fathers fought for the Confederacy. Over 620,000 people died. Four million slaves were freed and a new struggle for them began.

SLAVEHOLDER AND SLAVE

Objective: Through discussion students will compare and contrast the relationships between slaveholder and slave before and after the Civil War.

SOL Objectives: English: 4.1, 4.2, 5.1, 5.2

History: VS.1, VS.7, USI.1, USI.5, USI.8, USI.9

Materials: Notebook paper, pencil, (optional) video camera

Procedure:

1. The students will label the front of a piece of paper "Before the Civil War." The students will label the back of the paper "After the Civil War."
2. The students will divide a piece of notebook paper in half long ways.
3. On the front of the paper, the students will label one column slaveholder and one column slave.
4. On the back of the paper, the students will label one column former slaveholder and the other former slave.
5. The students will think about what it meant to be a slaveholder or a slave. On the front of their paper have them list the responsibilities of each. List the problems of each. What did it mean to be a slaveholder or slave? Think about how political events of the time could have affected both.
6. The students will think about what it meant to be a former slaveholder or former slave after the Civil War. The students will list the responsibilities and problems of each. Think about how political events of the time could have affected both.
7. The students will discuss about these relationships. How did each try to overcome these problems?
8. Optional: The students will have a panel discussion with both sides giving their points of view. You could even video tape it to show back to the class.
9. Optional: The teacher will divide class into four small groups focusing on one of the following: slaveholder, slave, former slaveholder, former slave.

LETTER TO MY FRIEND

Objective: Students will write a letter to a “friend” trying to persuade them to either be on the side of the North or South.

SOL Objectives: English: 4.3, 4.4, 4.7, 4.9, 5.3, 5.4, 5.7, 5.9

History: VS.1, VS.7, USI.1, USI.5, USI.9

Science: 4.9

Math : 5.4, 5.16, 5.17

Materials: Paper, pencil, computer

Procedure:

1. The students will divide the class in half, North and South.
2. The students will research the causes of the Civil War. For example: the differences between the North and South geographically, agriculturally, economically, the issue of slavery, and the issue of how new territories were to be brought into the United States.
3. The students will write a persuasive letter to a “friend.” The letter must try to convince the “friend” that their side, North or South, is the right side of the conflict.
4. The students will give historical reasons why they believe they are on the right side and try to persuade their “friend” to join up.
5. The students will use word processing and graphics on the computer for the final draft of their letter.

Option for 1: The students will choose to be North or South. Then use the information to graph which students chose North or South. Also, The students will graph their reasons for choosing North or South (Reasons-geographically, agriculturally, economically, and the issue of slavery) *Students may also work individually or in small groups.

PROJECT AND PRESENTATION

Objective: Students will research and present a project dealing with events or people important to the Civil War era.

SOL Objectives: English: 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.6, 5.7

History: VS.1, VS.7, VUSI.1

Materials: Books, encyclopedias, internet, paper, pencils, pens, crayons, various materials to make illustration

Procedure:

1. The students will research particular people or events important to the Civil War era.

Suggestions:

Nat Turner's Rebellion

Robert E. Lee

J.E.B. Stuart

Thomas "Stonewall" Jackson

Ulysses S. Grant

Abraham Lincoln

Jefferson Davis

Daniel Webster

John C. Calhoun

Vicksburg

Booker T. Washington

Frederick Douglass

William Lloyd Garrison

Harriet Beecher Stowe

Emancipation Proclamation

Bull Run

Fredericksburg

Antietam

Gettysburg

Appomattox

2. The students will make an illustration of their person or event. Examples: poster, model, drawing, mobile, collage, or puppet. (Suggestion: Use a computer to locate pictures)
3. The students will present their projects to the class. This should be done as an individual activity.

Option: The project may be done orally or in writing.

Post-Visit Activity

TIMELINE

Objective: Students will create a classroom timeline from 1850-1865.

SOL Objectives: History: VS.1, VS.7, USI.1, USI.9

Materials: Construction paper, markers, wire or yarn to hang timeline.

Procedure:

1. The students will create a timeline putting in important events and people from 1850-1865.
2. The students will cut construction paper into rectangles with each year that they wish to show events. The students will place these above the timeline.

3. Place important people and events on your timeline.

Suggestion: Choose the number of events appropriate for your class.

1850 - Compromise of 1850; Fugitive Slave Law

1852 - Uncle Tom's Cabin by Harriet Beecher Stowe published.

1854 - Kansas-Nebraska Act

April, 1856 - Booker T. Washington born.

1857 - Dred Scott Decision

1859 - John Brown attacks Harpers Ferry and is executed.

November, 1860 - Lincoln elected 16th president.

December, 1860 - South Carolina secedes from the Union.

January-February, 1860 - Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas secede.

April, 1861 - Lincoln declares insurrection; blockade of Southern ports begins.

April - May, 1861 - Virginia, Arkansas, Tennessee, and North Carolina secede.

July, 1861 - Union defeated at Bull Run. James Burroughs dies.

March, 1862 - battle of Monitor and Merrimac

September, 1862 - Antietam, highest casualties of the war

January, 1863 - Emancipation Proclamation issued

May, 1863 - Vicksburg

July, 1863 - Gettysburg

March, 1864 - Grant named commander-in-chief of the Union forces.

November and December, 1864 - Sherman's March to the Sea

November, 1864 - Lincoln reelected.

April, 1865 - Appomattox, end of Civil War

April, 1865 - Lincoln assassinated.

April-June 1865 - Slaves freed.

4. The students will create illustrations for events on timeline.

PIE OR CIRCLE GRAPHS

Objective: Students will construct two pie or circle graphs. Using the graphs students will compare and contrast the resources of the North and South.

SOL Objectives: English: 4.9, 5.6, 5.9

History: VS.1, VS.7, VUS.7

Math: 4.14

Materials: Paper, pencil, compass, crayons, pens

Procedure:

1. The students will construct two pie graphs. One will represent the resources of the North in 1860. The other will represent the resources of the South in 1860.
2. The students will include in the graph items such as the amount of money, the number of people, and the number of factories, food supplies, and railroads that each region has.
3. The students will analyze the differences between the two regions. How did this affect the Civil War? How did resources affect each side's ability to fight, especially in the long term? What conclusions can you draw from the differences in resources?

POINT OF VIEW

Objective: Students will compare and contrast the men's point of view of the Civil War to the women's point of view of the war on the Burroughs plantation.

SOL Objectives: English: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8

History: VS.1, VS.7, VUS.1

Materials: Books, encyclopedias, internet, paper, pencil, (optional) video camera

Procedure:

1. After a trip to Booker T. Washington National Monument, students will research what the Civil War was like for those who fought as well as for those on the home front.
2. The students will think of men in different situations and their points of view. How did men view the war? For example: an enlisted man, a wealthy slaveholder, a small farmer that doesn't own slaves, a man who didn't fight, and a slave. Try to find as much as you can about what the men in the South had to deal with. What were their responsibilities? What were their long-range goals? How did they meet these goals?
3. The students will think of women in different situations and their points of view How did the women view the war?. For example: a married woman with small children, women on the home front, a nurse, a woman whose sons had gone to war, and a slave. Try to find out as much as you can about what the women on the home front in the South had to confront. What were their responsibilities? Who did they have to depend upon? What were their long-range goals? How did they meet these goals?
4. The students will hold a panel discussion comparing and contrasting these differing points of view.
5. Optional: Record the discussion to be played back to your class or shown to another class.